



Dr. Douglas Steeples

## Steeple: education to free, not enslave

"Education should free the soul . . . It is not enough to learn how to earn a living; one needs to learn how to live."

Dr. Douglas Steeples, vice president for academic affairs, made these remarks in his Wednesday Community Time lecture. The address included his philosophy of education with an emphasis on the interplay between career and value-centered education.

Quoting Aristotle, Steeples compared two kinds of minds—the servile, "those who seek employment for the sake of gain," and the free, "those who learn something for its own sake or as a means to a virtue."

Steeple's lecture was followed by questions from a panel of students and professors. Dr. Ron Alexander, associate professor of philosophy and religion, commented that Steeples' philosophy of education establishes an "elitism."

Steeple emphasized the point.

Rob Michaelson, senior, asked Steeples to respond to situations in which students must take courses for the sake of pursuing a professional career.

Steeple replied, "We should affirm values in our classes . . . pull beyond concern for careers."

Using geometry as an example, Steeples said math professors should explore the "ethical and aesthetic implications of geometry."

Steeple also discussed the three elements to consult for curriculum planning.

He listed three sources—students, the society from which students are drawn and the common humanity of the society. He then presented reasoning why student preferences should be ignored.

"The function of an academic community is to dispel ignorance, to go out and do battle with ignorance," he said.

"We are all ignorant. But students, in certain areas, possess more of the commodity of ignorance than the rest of us . . . We need to consult our expertise and knowledge."

## Proposals Wednesday

The General Education Committee will present proposals for general education requirements Wednesday, Sept. 19, at 10 a.m. in the East Room.

Dr. David Hampton, spokesman for the committee, said their purpose has been to evaluate, criticize and modify Wartburg's existing curriculum.

## Burling announces revised Outfly policy

By CAROLE BEISNER

Outfly will not occur until the month of October this year, said senior Dan Burling, student body president.

After negotiation with President William W. Jellema, Burling announced calls and requests for the traditional one-day holiday will not be considered until October.

This is the only revision made in the proposal which was first delivered to Student Senate during the last school year.

The proposal, which was approved by Senate and the Campus Life Committee in February of last year, does not allow Outfly to occur on a Monday, Friday or a day surrounding a regular holiday.

According to policy, Outfly must be approved by the president of the college and the student body president upon request of at least one-third of the student body. Judgment of the number of students involved will rest with the president of the college.

In the absence of the college's president, the vice president for student affairs is authorized to grant the one-day holiday to students, the policy states, provided other

requirements are met.

Dates for Outfly cannot be pre-determined or listed on the official college calendar, but tentative activities and arrangements will be planned by Student Activities, Student Senate, CLIC and Food Council, according to the policy.

The major change made in the initial proposal during negotiations last year is that the student body president must lead the student body to Luther Hall to call for Outfly. He must contact the president of the college at least 30 minutes ahead of time to notify him of the event.

The policy also states the calling procedure must take place between 10 p.m. the day preceding Outfly and before 6 a.m. of that day so professors and off-campus students may be notified of the occurrence.

Burling said, "In an effort to tie up loose ends from last year and direct our energies into a more positive vein, I hope we can make the best of this fall event and make it a point of departure for the coming year."

"As is the case for all the new approaches we'll be testing this year, the attitude we bring into this will dictate its success."

## Senate elections tomorrow

Elections of Student Senate members will be Tuesday, Sept. 18, in the north cafeteria line. Sign-ups ended Friday evening and the final ballot for all positions includes:

Afton Manor--seniors Ted Debonis, Barb Hoyt, Tim Lucas and Cindy Weber; juniors Paul Grotelueschen, Don Mackey and Gloria Staker; sophomores Francisco Gomez and Cynthia Manthel. (Two elected.)

Waverly Manor--seniors Sunny Wood and Julie Antonson; junior Janice Riggs. (Two elected.)

Centennial Hall--sophomore Jerilyn Schmidt; freshman Cheryl Ohrt. (Two elected.)

Hebron Hall--juniors Julie Graesser, Peg Krampe, Kay Kruse and Pam Rosenboom; sophomore Mary Holtapp. (Two elected.)

Vollmer Hall--seniors Sue Markworth and Laura Johnson; sophomore Karen Smalley; freshman Kathy Rod. (Two elected.)

Grossmann Hall--junior Bill Henak; sophomores Byron Allmandinger, Alyse Bergen and Kris McCullough; freshman Kent Tempus. (Three elected.)

Clinton Hall--seniors Bob Burk, K.C. Robb and Charlie Wirtz; juniors Craig Bahlmann, Matt Harms, Phil Porter, Lael Schmidt and Bill Wessels; sophomores

Randy Butikofer and David Weiss; freshman Ed Sathoff. (Five elected.)

Off-campus--seniors Cheryl Christensen, Lori Gebhart, Becky Knowles, Janet Lawrence and Duane Rizer; sophomore Jeff Brackney. (Three elected.)

Trailer court--senior Marc Bigelow. (One elected.)

Freshman representatives--Ben Chatman, Kathy Rod, Kristi Rolland, Joey Rigdon, Scott Becker, David Leland and Mike Williams. (Four elected.)

Candidates for class presidents are:

Seniors--Bob Burk, Nancy Kruschke and Sharon Bresson.

Juniors--Lael Schmidt, Jean Hillery and Larry Simons.

Sophomores--Cynthia Manthel and Kevin Waskow.

Freshmen--Kristi Rolland, Joey Rigdon and Ed Sathoff.

Senate will hold its initial meeting Sept. 19 at 10 a.m. in Buhr Lounge. A new proposal for general education requirements will be presented to the senators. A second meeting is scheduled for that evening. Consideration of appointments of students to the student-faculty committees heads the agenda.

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# 2/opinion

## Trumpet's opinion



Recent remarks by administrators raise questions about the importance of student preferences and opinions.

## Students do care

During Wednesday's Community Time, Dr. Douglas Steeples, vice president for academic affairs, said student preferences should not be consulted in the planning of a college curriculum.

He said students attend college for the purpose of overcoming their ignorance. Therefore, it is better to place more emphasis on the expertise and knowledge of the faculty and administration.

Similarly, in recent discussions with the *Trumpet* about controversial topics, President William W. Jellema said students often see things only as they affect students.

The Project Examination survey, conducted last March, polled students' preferences and opinions. (See pages 4 and 5 in the *Fanfare* section for a comprehensive coverage of the survey results.)

True, students answering the survey responded most strongly to the questions dealing with students' lives—physical facilities, dorm life, student services and programs.

Responses to the fewer questions of academic concern and philosophical views were less pronounced.

What the survey showed, however, was that Wartburg students **do** care.

Students answering the survey attacked the faculty members who shirked on advising duties; students criticized their fellow students for cheating, for not becoming involved in world affairs and for not taking interest in education outside the classroom.

Wartburg students appreciate close relationships with faculty members and are concerned about the actions of the administration. And Wartburg students are concerned whether or not they are being consulted in the decision-making process of the college.

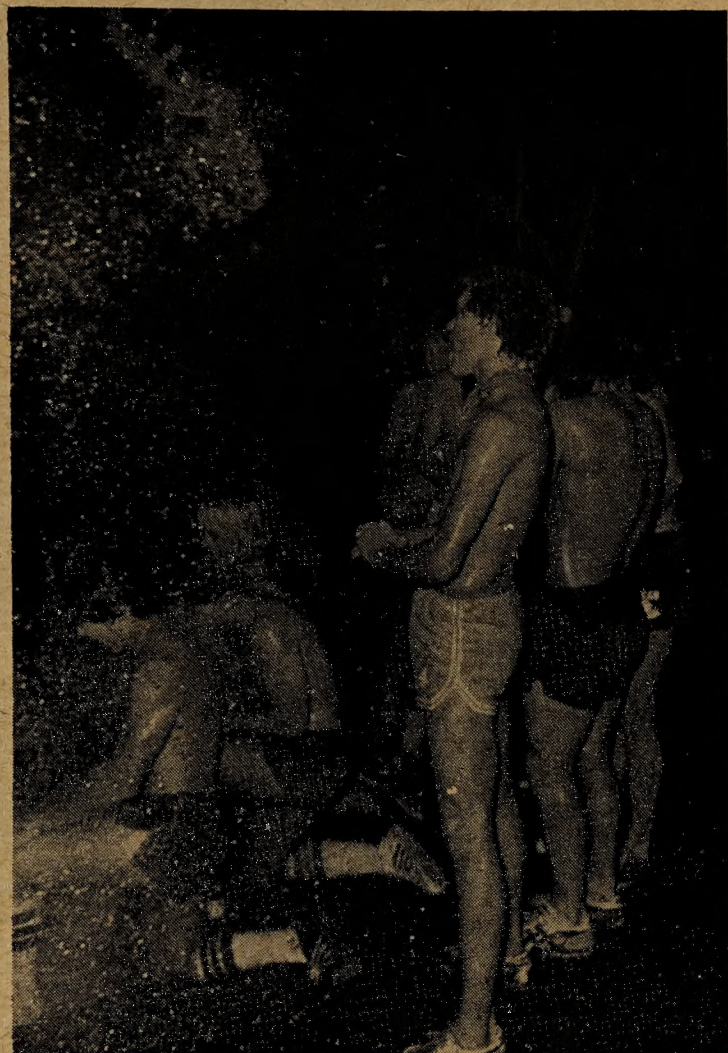
The Project Examination survey illustrates that Wartburg students are concerned enough, responsible enough, to be consulted in planning curricula, general education requirements and inflation-related budget cuts.

Why have a Project Examination survey if no attention is paid to students' views? Why have a Student Senate if their recommendations are disregarded at the administrative level? Why have a student newspaper if the administration distrusts its reporting or evaluating of news events? Are these services meant merely to appease students?

Hopefully, Steeples' remarks about student ignorance were an attempt to raise discussion. Because, if the administration truly believes students are "ignorant," if the administration totally disregards student preferences and opinions, the college will have difficulty growing in enrollment.

After all, Steeples said it himself, "Students are the reason for our (Wartburg's) existence."

Opinions expressed in the *Trumpet's* editorials reflect the view of the paper's editorial board.



## Initiation . . .

Have the purposes been forgotten?

## Trumpet

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## mailbag



## All students should be concerned

We, concerned foreign language students, feel the need to express our opinion on the proposed general education requirements.

In studying this proposal we have come to the conclusion that it may have damaging effects not only on the Foreign Language Department, but also on other departments as well.

An example of such an effect would be the elimination of most double majors in a four-year B.A. program because of the inability to schedule all necessary courses. Many students depend on a second major or strong emphasis in another field for future

employment, especially students, like us, involved in a foreign language.

It is unfortunate that many people are unaware of the important role foreign languages play in today's world and the even greater role in tomorrow's. To those who fail to recognize this importance, we recommend an article in the July 30, 1979, Newsweek by J. William Fulbright.

Granted, this new general education requirement proposal does have some good points; however, we strongly feel that compromises need to be made for the growth and continued success of a department such as ours.

We urge all students of Wartburg College to attend the general education requirements meeting Wednesday, Sept. 19, at 10 in the East Room. Only through your presence and expressed opinions can the future of unique programs such as the one in the foreign language department be secured.

It is time Wartburg students take a more active role in matters concerning their education.

—Eva Lorenz, Karl Olson, Kay Bisbee, Dennis Brilcault, Sharon Hoffman, concerned foreign language students.

## Letters policy

The *Trumpet* welcomes letters to the editor. Letters should be delivered to the Neumann House or sent to the *Trumpet*, Wartburg College, Waverly, IA 50677.

The deadline for submitting letters is 5 p.m. Thursday, prior to the date of publication. Please limit letters to 300 words. The *Trumpet* reserves the right to edit or withhold publication of letters.

Only signed letters will be published.





Gene Holtz, junior, and Diane Nienow, senior, marvel at the college's new mini computer displayed by the math club. The exhibit was one of 20 at Thursday's extra-curricular faire in Buhr Lounge. Bill Barteis photo.

## Ujamaa works

### Money funds schools

Wartburg students have touched the lives of residents from four villages in the heart of Africa during the last three years.

Dr. Herman Diers, faculty sponsor of the Ujamaa projects, said funds raised by students in 1979 provided materials for villagers of Mwakashala, Tanzania, to build a school.

In 1978, Ujamaa Week provided funds for schools at Skala and Mbuyuni, and in 1977 they funded the Chanipulu school.

Tanzania is an eastern Africa country on the Indian Ocean. The four villages are located in central Tanzania, about 100 miles south of Lake Victoria and the same distance southwest from Serengeti National Park.

The 1979 Ujamaa Week raised \$2300 from the campus and community through a fair, auction and basketball marathon. The funds are routed to Africa through Operation Bootstrap, a non-profit corporation from Wayzata, MN.

## Sciences plan extras

### New computer courses begin today

Two new micro courses will be offered in Computer Science beginning Sept. 17. The purpose of the course is to familiarize students and staff members with the college's two new computers.

Walter Beck, director of the Computer Center, said Micro Course 1 is designed for computer users who will use other people's programs.

The course consists of one one-hour session. It will be offered Sept. 17, 18, 19, 24, 26, Oct. 1 and 2. Beck said interested students should sign up for only one day's class.

Micro Course 2 will teach the computer operator to write programs in BASIC, a common computer language. Students should have some experience for this course, Beck said.

The course includes two two-hour sessions. It will be offered Sept. 17 and 18, 24 and 26, and Oct. 1 and 2.

Beck said sign-up sheets are posted outside Room 209 in Becker Hall of Science. Enrollment will be limited.

### Psych pros by teach workshops

Wartburg College will offer a series of workshops on pre-college psychology teaching Sept. 22 and 23.

Dr. Willmut Fruehling, professor of psychology and education, and Dr. Rick Jennings, assistant professor of clinical psychology, will instruct the first session of workshops on the topics Abnormal Psychology and Psychotherapy.

The workshops, sponsored by the National Science Foundation (NSF), will have a maximum of 40 participants. The NSF attempts to stimulate the interest of science-oriented career in students at an earlier age.

Dr. Fred Riblich, chairman of the Psychology Department, said the workshops are the means by which the NSF informs pre-college teachers of new developments in the field.

NSF sponsors eleven psychology workshops nationwide. Wartburg's serve Illinois, Iowa, Minnesota, Missouri and Wisconsin.

## newsbriefs



**"Da,"** the Broadway musical, opens the Artist Series Oct. 3. Ticket distribution for students, faculty and staff will be from 9 a.m. to 4 p.m. Thursday and Friday, Sept. 20 and 21, in the Neumann Auditorium Box Office. Current activity cards must be presented.

Approximately three weeks before each Artist Series performance an announcement will be made through the *Trumpet*, the Page and other campus media, informing students when tickets will be available. Season seats are available at a special reservation charge. If a student is unable to attend a performance for which he holds a ticket he is asked to return it for resale.

**Seniors** may have their pictures taken for the Fortress by a professional photographer from the Sid McKenna Studios in Fuchs Lounge Sept. 17, 18, 21 and 22. A six-dollar fee is required for six proofs.

**Women's Forum** will begin its second year tonight with "We The Women," a filmstrip narrated by Mary Tyler Moore. A discussion will follow the film. Women's Forum meets regularly on the third Monday of each month in the Student Union. All women students are invited.

**Dr. Kent Hawley**, vice president for student affairs, announced the Student Affairs Office will be open after 4 p.m. on Wednesdays and Fridays. No appointment is necessary for students wishing to confer with him.

**Varsity cheerleaders** have been selected and will cheer for the Wartburg-Luther game Sept. 22. Senior Nancy Amile returns this year as captain. Sophomore Ruth Bottelson is also a returning cheerleader. New members of the squad are juniors Deb Weber and Deanna Magee, sophomore Karen Waltmann and freshman Marta Claussner.

Sue Hagemann, sponsor, said the squad hopes to have six men chosen in time for Saturday's game, but more men are needed.

## Catholic Awareness Community

retreat will be held Sept. 21-22 at Camp Ingawans. Student members will lead discussions, songs and planning for this year's coming events. Students interested should contact seniors Bruce Mills or Mary Steffen.

## Kappa Mu Epsilon

Math Honor Society will meet Sept. 17 at 8 p.m. in Becker Hall of Science Seminar Room 202. Anyone interested in math or computer science is encouraged to attend.

## Special Education

majors and others interested in working with the handicapped are asked to attend an organizational meeting at 7 p.m. in the Jousting Post on Sept. 18.

## Headstone,

a hard rock band from Waterloo, will be featured at a dance Saturday, Sept. 22, in Buhr Lounge. The event is sponsored by Student Activities and will be from 8 p.m. to midnight.

The band formed in 1971 and has made appearances with Styx, Foghat, Head East and Black Oak Arkansas. Consisting of Turk Krause on percussions, Michael Wolf, piano, Bill Larson, bass guitar, Jeff Petersen and John Thompson, lead guitar, Headstone plays a variety of original material and renditions from The Allman Brothers, Santana and the Eagles.

## Talented and gifted

students in the Waverly area need tutors. The Education Department has announced openings for college students and professors whose special skills or interests can enrich a part of the curriculum for talented and gifted students. The department is now looking for potential personal resources, not final commitment. Participation could possibly be during hours other than the normal school day.

Pat Cutts, teacher of the gifted and talented program, will interview volunteers Wednesday, Sept. 19, from 9 a.m. to noon in the Den. Willing participants are asked to contact the Department of Education Office as soon as possible.



## IPBN to air Wartburg Symphony

The 1979-80 Wartburg Community Symphony Orchestra season includes a concert which will be taped for spring airing by the Iowa Public Broadcasting Network.

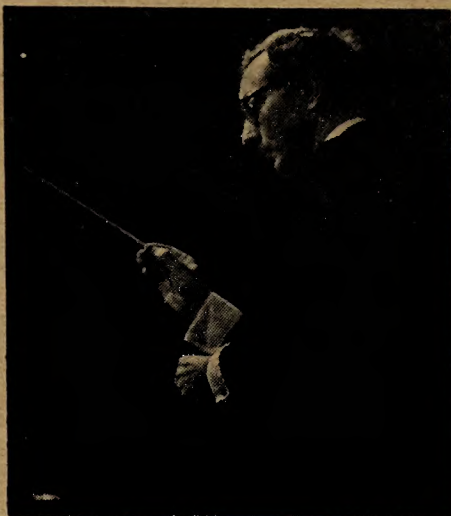
Dr. Franklin Williams, conductor of the orchestra and Music Department chairman, said that the concert March 30, 1980, will be part of an IPBN televised series called "Iowa Orchestras."

During the concert, Dr. Williams, a flutist, and Dr. Edmund Williams, his brother, will solo in Honegger's "Concerto da Camera." Dr. Edmund Williams teaches the oboe and English horn at Southwestern State University in Weatherford, OK.

Other numbers on the March program are Brahms' well-known "Variations on a Theme by Haydn," Faure's "Pelleas et Melisande, Suite Op. 80" and Borodin's "In the Steppes of Central Asia."

"Symphony Christmas" is another highlight of the season. It is a Dec. 2 concert of Handel's "Messiah." Harold Sundet, a member of the music faculty, will conduct combined Waverly church choirs in this traditional Christmas work in Knights Gymnasium.

Opening the season will be the annual pops concert Sunday, Oct. 7. It



Dr. Franklin Williams

is entitled "Pops on Broadway" and will highlight music by Victor Herbert, Rudolph Friml, Cole Porter, Richard Rodgers, Frederick Loewe and James Rado.

Guest Night, Jan. 27, when symphony association member guests are admitted without charge, features Dr. Jean Abramson, professor of music (piano). She joins the orchestra in de Falla's impressionistic piece, "Nights in the Gardens of Spain." The program also includes Enesco's folk-like "Roumanian Rhapsody No. 1" and the 19th century piece, "Romantic Symphony," by Hanson.

The Young Artists Concert, March 3, allows outstanding college and high school students to solo with the orchestra. That concert includes Shostakovich's Polka from "The Golden Age."

## Groups add members

### Concert Band

The Wartburg Band's 1979-80 year begins with a two day retreat at Camp EWALU near Strawberry Point this weekend.

Members of the 73-piece band will spend Saturday evening and Sunday preparing for their first performance of the season, a Homecoming concert Oct. 14.

Freshmen band members are:

Flutes—Karen Peterson, Janet Schminke, Janet Ayers, Kay Kurth and Karlene Gerdes.

Oboe—Cheryl Graves.

Bassoon—Lisa Grubish and Carole Kamper.

E♭ Clarinet—Linda Behr.

B♭ Clarinet—Karl Koenig, Nancy Bertz, Robin Krahn, Carrie Boehnke, Sherry Soenksen, Heidi Schmidt, Penny Meler, Susan Sima and Pat Haberichter.

Bass Clarinet—Lynn Schaper.

Saxophone—Vern Mohls and Vicki Endorf.

French Horn—Marla Schloemer, Amy Parish and Miriam Nalg.

Trombone—Glenn Ottmar, John Danielson, Ron Thiele, Linda Begalske, Duane Minnaert and Phillip Knoll.

Baritone—Doug Brown.

Tuba—Tony Hogge.

Senior Julie Tietjen has been elected president with junior Rick Biedermann as vice president, senior

Rachel Riensche as secretary and senior Jim Miller as treasurer. Senior, junior and sophomore class representatives are Erik Sundet, John Schwartz and Angie Bartz, respectively.

### Castle Singers

New members of Castle Singers have been selected for the 1979-80 school year.

The Singers, under the direction of Ms. Kristi Becker, are known for musical performances that include drama and dance.

The following members were selected from tryouts held last week:

Sopranos—freshmen Carolyn Harmon, Kristi Nesterud, Nancy Schmunk, Luanne Stamp and sophomore Linda Lubben.

Altos—freshmen Carolyn McClure, Laura Rathe and sophomore Meta Wohlrabe.

Tenors—freshmen Brent Jaeger, John Mohan and Mike Williams.

Basses—freshmen Brian Plecuch and Edmond Bonjour.

Officers of the Singers were elected by members and are president, senior Dave Halbach; vice president, senior Dan Groth and secretary/treasurer, junior Pam Wehrkamp.

The Singers' first performance is scheduled for Oct. 7 at 7:30 p.m. in Knights Gym, where the group will be performing a Pop's Concert with the Wartburg Orchestra.

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the Rules and Regulations, is Mr. T. C. Helna, Jr. Any persons believing himself discriminated against on the basis of handicap is advised to consult with Mr. Helna.

In accordance with paragraph 86.8 Rules and Regulations implementing Title IX of the Education Amendments of 1972, Mr. Helna has also been designated the responsible employee to coordinate efforts to comply with Title IX, which prohibits discrimination on the basis of sex.

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# Homecoming prizes increased; Kapers needs talent

The creators of this year's best Homecoming float will win \$100, according to senior Nancy Amile, Homecoming Committee chairman.

With prize money increased over last year's awards, second place will receive \$75 and third place, \$50. Any floor or organization may enter the competition.

Amile said the Homecoming Committee is encouraging brother/sister floors to work together. Each float will be given \$30 for materials after signing a form in the Alumni Office.

The floats will be judged by Wartburg faculty members and should illustrate this year's theme, "U-Knighted We Stand."

Floors can win prize money by decorating their halls. (Manor units may compete in a window painting contest.) Each floor or house may receive money for materials by completing forms in the Alumni Office.

First place decorations will win \$15; second place, \$10. Winning house windows will receive \$10 and \$5.

Sophomore Ann Fasse is floor and window competition chairman.

Kastle Kapers will open the Homecoming weekend Oct. 12. Try-outs for master of ceremonies and three soloist spots are Oct. 1 at 7 p.m. in Liemohn Hall of Music.

Any type of music acts, skits or dance routines will be considered. Interested persons are to contact juniors Peggy Krampe or Marcla Niehaus, Kastle Kapers' co-chairmen.

The Homecoming Committee encourages all interested, hard-working persons to volunteer in the Student Union or contact any committee member.



1979 Student Homecoming Committee: front row (left to right) senior Nancy Amile, chairman; sophomore Dave Arns, fund raising co-chairman; junior John Bristow, buttons and T-shirts co-chairman; junior Peggy Krampe, Kastle Kapers co-chairman; junior Marcla Niehaus, Kastle Kapers co-chairman; junior Craig Bahlmann, floats; junior Sue Tollenaar, coronation; junior Deb Weber, pep rally and bonfire; senior Sue Rodewald, secretary; back row: junior

Phil Porter, band; junior Dave Unmacht, dance; sophomore Judy Bahlmann, Renaissance Faire co-chairman; junior Andrea Nielsen, parade; senior Dave Keith, buttons and T-shirts co-chairman; sophomore Ann Fasse, floors and windows; absent: junior Fred Burrack, Renaissance Faire co-chairman; sophomore Ed Engelbrecht, fund raising co-chairman.

## classifieds

**TRUMPET CLASSIFIED RATES**  
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## Harriers counting on Thompson

# Backed with depth, enthusiasm

By GREG GERSTNER  
and RANDALL SCHROEDER

The fortune of Wartburg's cross country team has, for better or for worse, paralleled the fortune of senior Jim Thompson.

Last year Thompson didn't run well and felt he left room for improvement. The Knights' squad as a whole had its poorest finish in the Iowa Conference (IAC) since 1973.

But this fall, after some success in marathon competition over the summer and a good track season last spring, Thompson looks to a better season for both him and the team.

"We have a lot more talent than we did last year," he said. "And a lot more depth."

Coach John Kurtt shares the optimism Thompson exudes.

"We are definitely an improved squad this year with a lot of young depth and enthusiasm," said the coach, who is beginning his 19th season here.

"We had a down year last year," continued Kurtt. "We finished fourth in the conference, but felt we could have done better."

Thompson, a senior, and Kurtt seemingly agree on one thing: the Knights start the season in the best shape they've been in for years, mainly because of the squad's depth.

The harriers return five letterwinners, including last year's most valuable runner, junior Doug Rogers. Last year Rogers qualified for the NCAA national run at Rock Island, IL, and turned in a 25:08 time to establish a new school five-mile record.

"We do have a well-rounded team and might just surprise ourselves," Rogers admitted.

Also returning are seniors Dave Mueller and Bill Akin, juniors Scott Sexton and Marty Buchheim along with sophomore Dennis Huston, who finished 15th in the IAC meet last year.

"All of our upperclassmen are giving us leadership this year," said



Jim Thompson: Our squad boasts depth.

Kurtt. "Huston and Thompson both had super springs and summers."

Thompson has worked hard over the summer. The Shell Rock native finished third in the Cedar Falls

half-marathon and ended ninth in the Lutheran Mutual run, which was won by a nationally-known marathon runner.

Thompson is among those who feel

this could be the year of a power shift in the IAC. Luther has dominated the loop in the last 14 years by winning 12 crowns, but the Norse have lost many of their top runners due to graduation.

One of the best runners remaining at Luther is Waverly native Tim Smith. Smith reportedly considered transferring to Wartburg, but decided to return to Luther at the last minute. With his name on the Wartburg roster, the Knights would have been the team to beat, Thompson said.

But even without Smith, there is talk of a conference title in the Knights camp.

"Winning the conference is definitely a realistic goal," said Kurtt. "But to win it, we will need three ingredients: An all-out effort with every one running extremely well, improvement after every meet, and a little touch of luck."

Wartburg runners have a reputation for improving in every meet, and that, according to Rogers, is because of their coach.

"Many teams seem to get 'burned out' toward the end of the season. But Kurtt has us training so we improve every week until we peak at the end of the season."

The Knights opened the season Saturday at the Luther Invitational in Decorah. Even before the meet began, however, Kurtt was putting it in proper perspective.

"We're not going to fool anybody. This invitational is just a warm-up meet for us. We want to do well, but it is just a meet where we can see how good our times are."

After the Luther invitational, Wartburg has six weeks to get in shape for the final battle, the conference meet, which they hope will include themselves along with favorites Luther and Central at the top of the pack.

And if the Knights do finish ahead of Luther, it will all be worthwhile. Said Rogers:

"Beating Luther is almost as tough as beating God."

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## scoreboard

### Volleyball

Wisconsin-Platteville def. Wartburg, 15-6, 15-11  
Wartburg def. Carroll College, 15-12, 15-13  
Wisconsin-Whitewater def. Wartburg, 16-14, 9-15, 15-5

### Women's golf

William Penn Invitational--Central 337, William Penn 345, Wartburg 360, Simpson 428  
Medalist: Sandy Buhrow, Mary Ellen Goblen--80. Buhrow won playoff on third hole.

Central Invitational--Wartburg 4th.  
Medalist: Sandy Buhrow, Wartburg, 81.

### Women's tennis

#### Wartburg 5, Simpson 4

Singles--Beth Sand (W) def. Melanie Henderson, 10-8; Barb Porter (s) def. Candy Butcher, 10-1; Janet Ferguson (S) def. Val Bakker, 10-4; Lynn Liebau (W) def. Teri Halverson, 10-3; Barb Hansen (W) def. Laura Hansen, 10-8; Georgiann Hagen (W) def. Kristi Eich by forfeit.

Doubles--Henderson-Porter (S) def. Hagen-Sand, 10-2; Ferguson-Halverson (S) def. Butcher-Bakker, 10-10, tie-breaker; Liebau-Hansen (W) def. Eich-Hansen, 10-3.

Knights 50, Kohawks 12

	Wartburg	Coe
First downs	19	13
Rushes-yards	62-298	43-112
Passing-yards	172	113
Total offense	470	225
Return Yards	89	0
Passing	22-12-1	21-8-4
Punts	4-38.3	7-34.0
Fumbles-lost	3-6	2-2
Penalties-yards	7-89	3-29
Wartburg--20 9 7 14 -50		
Coe--0 6 0 6 -12		

W-Waskow 18 run (Cahaian kick)  
W-Waskow 1 run (kick failed)  
W-Danielson 46 pass from Soli (Cahaian kick)  
Coe-Whitson 2 run (pass failed)  
W-Waskow 63 run (run failed)  
W-Cahaian 32 fg

W-Waskow 3 run (Cahaian kick)  
W-Neuendorf 2 run (pass failed)  
C-Wagner 2 run (pass failed)  
W-Grotelueschen 15 pass from Harms (Rund pass from Harms)

### Rushing

Wartburg--Waskow 21-193, Neuendorf 12-30, Jones 6-26, O'Brien 6-25, Aipers 9-19.  
Coe--Koehn 16-59, Whitson 12-43, P. Wagner 4-18.

### Receiving

Wartburg--Danielson 2-60, Waskow 3-36, Frost 3-35, Hall 2-16.  
Coe--Schott 3-31, Simon 2-45, Marshall 2-26.

### Passing

Wartburg--Soli 12-9-0, Arns 7-2-0, Harms 2-1-0, Neuendorf 1-0-1.  
Coe--Parker 11-6-3, Wagner 5-2-1, Kennedy 5-0-0.

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## Predicts successful year

By RANDY BRUBAKER

I used to think I'd enjoy being a senior, but not any more.

It isn't that I liked being a freshman—or a sophomore or junior, for that matter. I'd just assumed that by the time I was a senior, I'd have Wartburg figured out.

And I did have life here understood, I thought. At least until this fall. Then someone changed game plans.

First, there weren't any dog jokes at the freshman orientation variety show. Then the football team won its opener; posted a shutout, no less.

But the big blow was last week's Initiation activities. Specifically, the humaneness of them. Granted, it was a change for the betterment of the college. I welcome it with my arms as wide as anyone's. At the same time, however, most

## another modest proposal



people don't realize what changes of such magnitude do to the sensitive psyche of a senior who thought he had college life figured out.

Consequently, I'm resigned to the fact that this year won't be just another year like all of the other years at W.C. How then, will the year go? Read on:

**Sept. 17**—President William Jellema, in a bold and symbolic move, announces that the college is rededicating itself to student needs and that \$7500 won in the NACUBO Cost Reduction Incentive Awards Program will be used to hire a full-time nurse.

**Sept. 19**—Student Body President Dan Burling, in an equally bold and symbolic move, announces that Student Senate is willing to donate profits from refrigerator rentals to the Design for Tomorrow.

**Oct. 3**—Twelve hundred Wartburg students declare that, rather than be victims of a non-spontaneous Outfly, they will stage a 24-hour sit-in in Luther Hall classrooms.

**Oct. 4**—After hours of behind the scenes talks with members of Wartburg's Catholic Awareness Community, Pope John Paul II cancels his visit to Living History Farms. Instead, he'll come to Waverly to kick off Phase II of The Wartburg Design for Tomorrow. Simultaneously, the Vatican releases word of a \$3.6 million grant to the college for the construction of a new Religious Life Center.

**Feb. 14**—In a move inspired by "Lutheran love," Luther College President E.D. (Buck) Farwell announces that the Decorah school has purchased Wartburg Hall and will move it to Norsk Land at a date to be announced later. "It's reciprocity," said Farwell. "If you folks have a Luther Hall, we should have a Wartburg Hall."

**Feb. 15**—At the Board of Regents' spring meetings, Board Chairman Irving Burling announces a compromise with students who had wanted free month-long vacations in the Central American Country of their choice. "No vacations," Burling says, "But neither will we have a tuition increase for 1980-81."

**April 4**—Dr. Marvin Ott, registrar, discloses a new course to be offered during the May Term. Titled "The Arts in Minneapolis (And Other Assorted American League Cities)," it gives students a chance to spend the term touring with the Minnesota Twins baseball club.

**April 5**—Senior Randy Brubaker camps outside the Registrar's Office in order to be the first to register for the "The Arts in Minneapolis, et al." Says Brubaker, "This course is the best thing ever to happen to me. It's a fitting way to end a successful year."



Senior Becky Brown takes a look at some new materials for her students before turning over to her own homework.

## Pilot school takes root

Becky Brown becomes a teacher and administrator in addition to fulfilling her duties as a student

By CAROLE BEISNER

Is it possible for a 21-year-old woman to assume the role of student, teacher and school administrator?

Senior Becky Brown believes it is possible to stand on all three rungs of the education ladder, and she's doing it.

As a student, Brown is majoring in English and Communication Arts with theatre emphasis and a speech minor. She has performed in and has been involved in the technical aspects of several Wartburg productions.

Brown, who intends to graduate this spring with her teaching certificate, already has experience teaching in her major. Last year she taught creative dramatics at Washington Irving Elementary School in Waverly and has taught theatre arts in her hometown summer musicals.

Her administrative position is in a newly formed supplementary school in Waterloo. This school is an offshoot of a pilot program Brown worked in last summer, "God's Gifted Academy."

"God's Gifted Academy" was a three-week program for talented, gifted and emotionally disturbed children in the area. Twenty students, ranging from age 17 months to 11 years, were taught such subjects as dramatics, ballet, piano, language arts and socialization. Classes were from 8:30 a.m. to 11:30 a.m. each day.

### Pilot program offshoot

The school Brown is now involved in is a product of the summer pilot. It will be a tailor-made program for each child reaching into the homes and including seminars for parents and children on a monthly or semi-monthly basis.

The school will have modes of parental influence. Seminars will bring parents and children together as students under a selected teacher/speaker. As soon as the school receives state certification (which is pending) the school will be authorized to encourage parents to travel with their children and have the children use trips

as part of their learning experiences, Brown said.

Students on family trips would be expected to write reports on the history and culture of the area being visited as well as keep up on basic school requirements.

### Program for talented and gifted

The school will specialize in the education of talented and gifted children primarily because those children are the ones most easily turned off to education in the regular classroom," Brown said.

Brown believes gifted children who are unchallenged are often those who become disruptive in class. In turn, the punishment they receive makes them withdraw. Many times these students end up being labeled emotionally disturbed.

"Most people in the community don't know what gifted is and don't know if their child is gifted," Brown said. "The purpose of the school is to educate more than the children—we want to enlighten the parents, too."

"We want to work with parents to help the child. We want to teach the parents to teach their own children," Brown said. "I think this provides for a better home environment."

The school will begin a formal publicity campaign and begin enrolling students Oct. 1. A catalog/course offerings book is being prepared now and will be released at the start of the enrollment period. Six students who are already enrolled were part of the pilot program. The school has a maximum capacity of 100 families.

The future of the school is in the works. As for the future of Becky Brown?

"I would like to start a masters degree program in educational theatre next summer in England." But Brown says she feels a certain responsibility to the school and wants to see it work.

How long can one person maintain positions as student, teacher and administrator?

"You never really stop learning," Brown says, "so I suppose the answer to that question is 'indefinitely.'"



# Trumpet **Fanfare**

Wartburg Trumpet  
Second section  
Monday, Sept. 17, 1979



Jack Salzwedel photo.

## 'I did it'--or how to survive freshman year

By CYNTHIA MANTHEI

I didn't think I would cry, but I did. Looking into my mother's teary eyes got me started. I triggered off my sister. Finally all five of us were sniffling.

Hugging my sister good-bye, I realized I hadn't done that in years. I would miss her. Believe it or not that was a shock to me. I was thankful I was early and no one else was around as we were in the cafeteria.

Out to the car then. Everyone piled in except me. More goodbyes and then they drove off. I waved from the middle of the street behind the cafeteria. I felt a good sad, knowing that I love and would miss my family.

Standing in the street, I felt big and yet small. The bigness came from being on my own. In the new strange place I felt small. . . a new small cell in the organ of Wartburg College.

As I started life at Wartburg my emotions swung up and down. Stay up late, memorize names, sleep through anything, digest cafe food and go to classes. I was functioning on adrenaline, not food or sleep.

My day began early with a lineup for the shower. Freshmen were allowed

one of three showers, one sink and one toilet. Having 23 girls on the floor, we four freshmen laughed to ourselves at having the advantage with the showers.

But showering didn't last long. It was hot and the cafe was a terrible reality in the early morning. Being in public hasn't made me nervous since junior high.

On to classes. A daily schedule came as a needed relief after three days of orientation. I could sit back and take in more, more, more.

My nerves played games with me. I was ahead, feeling confident as I understood the material. Then I slid into panic. Why didn't it seem hard? Was I missing something?

After classes came a million and one errands—books, supplies, signatures, forms.

The excitement of my adventure kept me going. Could I handle the work? Could I make it on my own? What if I didn't? There seemed to be risk in my adventure which excited me, but made me a nervous wreck.

Social life came after classes—getting to know my roommate. What did

she like and not like? What rules would we set up for our room? She liked silence in the morning. A grump to keep away from. We're both slob. I like her stereo, she likes my typewriter.

We'll get along fine. The freshmen across the hall didn't. Another freshman didn't have a roommate at all. I lucked out.

The college planned many activities, and so did the upperclassmen. I went to movies and parties and dances and parties and speakers and parties and in my spare time, initiation. My mind was boggled with all the new names, faces and places. I couldn't miss anything.

I learned my college lingo. I had never called teachers "profs" and going to school going to "classes." Remembering everyone's names, my profs, where my classes were and when, all my errands was a challenge.

I had fun running around. I was feeling half crazy. But there were irritants, too.

Freshmen must do this or that, answer the phone in three rings. My roommate locked me out. The football

players came over to check the freshmen. (Degrading enough and then they pass us over besides.)

A test and endless quizzes in Spanish were a major hassle. I began to worry about what to worry about.

Was I here to study or to socialize? An average person could not possibly do both. Yet I couldn't give up one for the other.

Did those upperclassmen think I was brilliant and hyperactive? I started to fizzle out in everything. Then I discovered the balance of five week days and a weekend. At the finish of one I was ready for the other. But the first weeks I fit both into each day.

Then there were the guys to dream about. So many eligible young men my age. Out of their pimply, gawky stage that was high school, very developed and very appealing. Of course I wanted to meet them all. They all wanted to meet the cute girl across the hall.

I guess you have to be a freshman to survive being a freshman. I enjoyed it or lived for the thrill. Now, on to my sophomore year. Good luck to us all. Or something.



## Waverly offers sites for camping, hiking

By PAUL BECK

The dilemma: It's Friday afternoon, classes are out for the weekend. You want to get away but you don't want to go home. What do you do? Where do you go? Why not explore the wilds of northeast Iowa?

There are a number of fine camping and recreational areas in and around Waverly, many of which are within bicycling or even walking distance of Wartburg. One of these parks is Bremer County Conservation Park or Cedar Bend.

Located just north of Waverly on a high bluff overlooking the Cedar River, the park offers excellent camping, hiking and canoeing, according to local outdoor enthusiast Paul Klinge.

"If you go off the beaten path, you can find some excellent hiking," he said. He added that the park is well suited for hiking in the winter as well as cross country skiing.

Another park within cycling distance of Waverly is Thunderwoman Park in Finchford. A part of the Blackhawk County park system, Thunderwoman sits on the West Fork of the Cedar River just west of Finchford. Although the park offers no camping, it is a nice spot for picnicking and hiking according to Klinge.

To get to Thunderwoman it is necessary to travel on either US 218 or Iowa 3, a fact that might turn off a few less brave bikers. Iowa 3 is the lesser traveled of the two and is probably safer.

Another picnic area within biking distance is Heery Woods. It has an

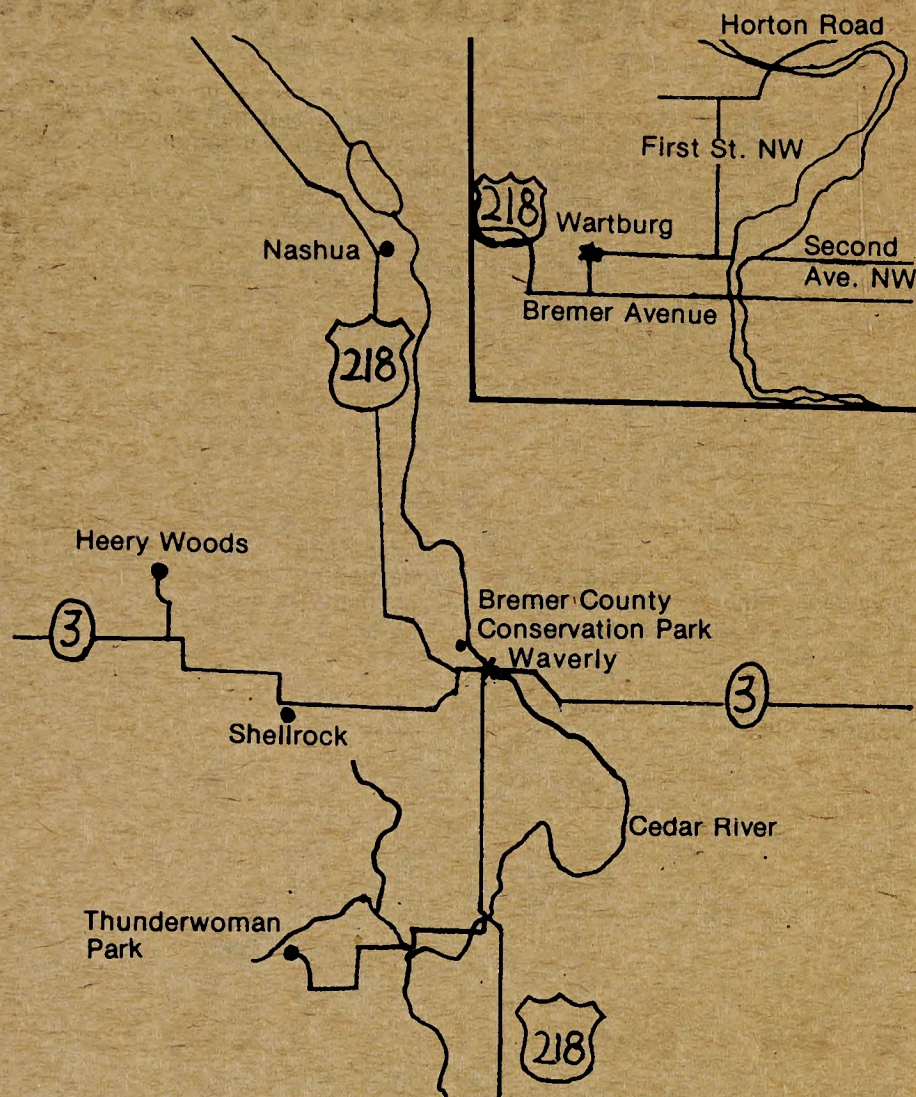
advantage over Thunderwoman in that it is accessible entirely by lesser traveled county roads, all of which are paved. Heery Woods is located near Clarksville in Butler County.

Along with these areas, there are a number of fine city parks in Waverly, all within walking distance of Wartburg.

For those with a car, the number of camping areas increases. Some of Klinge's favorites include Backbone State Park near Strawberry Point, White Pine Hollow State Preserve in Dubuque County near Luxemburg, Pike's Peak State Park south of McGregor and Yellow River State Forest near Waukon Junction. There are countless others, including some commercial areas like Little Brown Church in the Vale near Nashua.

Canoeing is possible at a number of the parks, including Cedar Bend and Yellow River. He added that the Cedar River from Plainfield to Cedar Falls is very good, as is Lake Fontanna near Independence.

Bicycling enthusiasts will find a number of paved roads leading out of Waverly. The Horton Road (First St. NW) and the Bremer Blacktop (Second Ave. NE) are both little traveled roads that lead to the Clarksville Road and Iowa 188. All of these roads are relatively safe to travel. In addition, there are numerous gravel roads which are all safe. Iowa 3 west of town is also relatively safe but all of the US highways in the area are heavily traveled and are not recommended for long trips.



Locations for the parks described in the article, left, are shown above. The inset map shows Waverly and the main roads which leave town.

## A variety of professions

### Missionaries, LWF apply faith worldwide

*Parish ministry is one well-known way for Christians to carry faith into their daily lives through a profession. Many other ways to apply faith are less well-known, and this year Fanfare will present a panorama of these professions and lifestyles. This issue will focus on the worldwide work of Christians, specifically those working through the American Lutheran Church.*

By DEB NEWTON

The role of a Christian can extend beyond participation in a local parish to a worldwide application. Missionary work and services by the Lutheran World Federation and Lutheran World Relief are channels for Lutherans to spread the doctrine of Christ.

What is a missionary? Missionaries are ambassadors for Christ, according to Lowell Hesterman, associate director of the Division for World Mission and Inter-Church Cooperation, the group which coordinates American Lutheran Church (ALC) missionary work. Hesterman said missionaries are committed to Christ and His Church worldwide, and share

the desire that all people be saved and come to a knowledge of Christ.

How does one become a missionary? Many candidates attend seminary, since more than half of ALC missionaries are pastors. But ordination is not a requirement.

According to Hesterman, missionaries can be accountants, administrators, business managers, Bible translators, communications experts, house parents, parish workers, secretaries, dentists and various other professions. Candidates are selected on the basis of their professional skills and their Christian faith.

Past missionaries of ALC, in conjunction with other Lutheran mission boards, have established Lutheran churches in Asia, Africa and Latin America. The ALC has also developed two health-care centers in Madagascar.

Missionary responsibilities in these countries range from parish pastoral duties, to education, administration, development of new programs, translation and youth and special group work.

Often missionaries establish programs and then train local people to take them over.

Another channel for participation is through Lutheran World Federation (LWF.) ALC has been related to LWF since its creation in 1947.

According to Carl Mau, general secretary of LWF, in the ALC World Mission Review, "The LWF exists to help member churches apply their theology to modern challenges, strengthen each other in the missionary task of the church and extend Lutheran fellowship worldwide." It also works closely with ecumenical agencies and interreligious programs.

LWF is headquartered in Geneva, Switzerland, and has 99 member churches with a total of 54 million members throughout 66 countries.

Three commissions handle the work of LWF. The Commission on Studies handles theological matters and helps churches with special projects in worship, education, stewardship, congregational life and the role of women in the church, according to Mau.

Relief and development programs are coordinated by the Commission of World Service. This group resettles refugees, and aids in emergency relief and community development.

The former Commission on World Mission has become the Commission

on Church Cooperation, supporting mission work and developing channels for more effective sharing of programs and resources.

The General Secretariat handles administration of programs and includes the Office of Communication.

Lutheran World Relief (LWR) is comprised of eight church bodies which work through LWF to carry the church's ministry to poverty-stricken areas. Following World War II, the organization's main emphasis was on supplying food and supplies to needy people. But the emphasis has changed, according to Bernard Confer, executive director. Confer said LWR now emphasizes development projects that combat hunger by helping people develop their own food sources.

Specific examples of work done by these organizations include studying and working to further human rights worldwide, providing legal aid, resettling refugees and establishment of cooperative agencies.

This work is being done to carry the Gospel worldwide. Many channels for service are open, with a variety of professions and backgrounds serving as preparation for these many routes to service.



## Hesburgh warns of church colleges' future

By PEGGY CAIN

"The problem with most Christian educational institutions today is that they are too often bashfully and apologetically Christian," the Rev. Theodore Hesburgh, president of the University of Notre Dame, told the opening session of the National Congress on Church-Related Colleges and Universities in July.

"I find many reasons to reinvigorate our religious commitment and to declare it a matter of highest priority," Hesburgh added.

Hesburgh's comments were supported throughout the conference by reports that there will be one million fewer college students by 1990, and many colleges may be forced to close. According to educators at the conference, the schools which will stay open are those which stand for something.

"The question is not so much will we survive as ought we to survive," Dr. John R. Silber, president of Boston University, told the congress. Colleges don't deserve to survive unless they provide not only a quality of

education but a unique factor that cannot be obtained at public institutions with lower tuition rates, Silber said.

What does this warning say to Wartburg? Does Wartburg have the quality education and the unique factor which it will need to survive in the increasingly competitive college market?

Based on the placement records of recent graduates, Wartburg apparently does provide a quality education. The proposed general education requirements would aim to keep up this quality.

What other ways can Wartburg keep up its quality in the face of inflation and declining enrollment? This is a question which students, faculty and administrators should be asking--and answering--in the face of the congress' report. Hard decisions will have to be made about what constitutes a quality program and what can be done to maintain it.

Another important question facing Wartburg is the idea of a "unique factor" which sets it apart from other

private liberal arts colleges. Several aspects of Wartburg are possibilities.

If its religious affiliation is to be Wartburg's strong point, we must heed Hesburgh's warning about being too bashful and apologetic about our Christianity. The addition of daily chapel periods, weekly communion services and special Sunday worship services is a strong foundation. College requirements of two religion courses carry this foundation into the classroom.

Campus activities which stress religion and development of faith would build on this foundation and meet the complaint of students in a recent survey who said that the college does not "encourage them to grow in their faith." (See story, pages 4 and 5.)

Should Wartburg stress other aspects which are strengths?

One alumnus sadly remarked on returning to Wartburg, "When I was in school, we sat in the Den every afternoon and talked to professors. Now I see tables of professors and separate tables of students. The close

ties between professors and students are lost."

This year's pairing of faculty members and residence units could be one way to build up these ties again. Student visits to faculty homes and times between advisers and students are already a foundation to build this strength upon.

Another factor which is a strength of Wartburg is its small size, which allows a sense of community to develop and allows participation in a variety of activities.

Increased opportunities for participation in campus activities and organizations, as well as strong field experience and cooperative education programs, would allow Wartburg to stress participation and "hands on" experience as its unique factor.

If Wartburg is to heed the warning Hesburgh has issued, we must define a "quality education" and set up standards to provide that in coming years. The development of a unique factor, or several strengths will offer future students a real reason for choosing to attend Wartburg.



## Bottle law cleans up Wartburg halls and lawns

By BILL MARTIN

Iowa's Mandatory Deposit Law, more commonly known as the "Bottle Law," went into effect this summer. The law is intended to reduce the number of cans and bottles that litter the state's roadways.

The law requires a nickel deposit on each beverage container in the state. The five cents is returned when the can or bottle is brought back to a store or bar selling that brand.

As a result, not only are the highways and streets visibly cleaner, but Wartburg is, too. The Bottle Law has combined with the state's lower drinking age to decrease the number of containers thrown out of doors or the nearest window.

More empties are being saved for returning; and many of those being thrown away are picked up by people looking for a little extra money. One house in the manors is using its deposit money to raise house funds.

The new law does have its drawbacks, of course. The cost of canned and bottled beverages has gone up, and the purchaser must return the empties to collect the deposit. Retailers must make space available for storing returned containers, and have to deal with the odor and insects that accompany the empties.

Until they can return the empties, many students have started their own collections of cans and bottles. So instead of lying around in the halls or on the ground, returnables are now stored in closets or under beds.

The cleaning effect on Iowa's countryside and the Wartburg campus is already appearing. Its effect on the state's economy has been minimal. Despite the inconveniences that it has created, it appears that Iowa and Wartburg are adjusting to the law's requirements and enjoying the new cleanliness.

## New York opens Board scores

By CHARLENE MORRIS

Scholastic Aptitude Test (SAT) scores may lose their prestigious position as the standards used by college educators in determining admission desirability of applicants.

New York State has passed a law entitling college-bound students to receive scored copies of their answers to College Board examinations including those tests used for admission to medical and law schools. The testing organizations also are required to file a copy of the questions and the correct answers with the state department of education; they then become part of the public record.

According to an article in The Economist, London, New York Gov-

ernor Hugh Carey signed the bill and stated, "It must be a candidate's right to have access to his results."

But it isn't quite as simple as that. If the answers to these tests are made known, a new standardized test would have to be drawn up every year. It would be very difficult to maintain the quality of a standardized test that has to be rewritten every year since there is a limit to the number of relevant questions that could be set, and different questions could affect the difficulty of the test.

Virtually all the country's medical and dental schools announced they would cease giving the tests in New York rather than comply with the law

but this is a rather short-lived solution. If the answers to many of the questions are known in New York, how long will it take before they are known in the neighboring states, where the schools will give the tests as an alternative to giving them in New York?

It seems that arguments about the questions, the correct answers and about the scoring (the computer does occasionally, make a mistake) will be endless. The testing services are gloomy about the time and money that will be consumed and about the difficulties of drawing up the tests. Luckily, the bill does not go into effect until January, so there is still time to attempt to reach a compromise.

## Fanfare

Fanfare is published monthly during the school year by students of Wartburg College, Waverly, IA, 50677, as a second section to the Wartburg Trumpet.

Peggy Cain ..... Editor

Writers: Paul Beck, Randy Brubaker, Kent Henning, Cynthia Manthel, Bill Martin, Charlene Morris, Deb Newton, Mary Post.



## Parking, phones lead survey complaints

Wartburg students were given an opportunity to express their views about 11 aspects of Wartburg life in a survey conducted last March. The survey, part of the Project Examination study of Wartburg, was distributed to a random sample of one-third of the student body.

Of the 350 forms distributed, 190 [54 percent] were returned. Approximately twice as many women as men returned the survey, with the highest percentage response from Vollmer Hall.

The survey consisted of two parts: a section with 100 questions to which students responded with their degree of agreement, and a portion asking for statements on the five to 10 questions which respondents felt were most important. The students were asked why they responded as they did, how they reacted and what should be done to improve the situation in question.

The responses were recorded verbatim. Following is a brief summary of the survey responses in the 11 areas studied.

### Physical facilities

Parking led the complaints in this area, with food service, telephone service and inadequate facilities close behind. Eighty-four percent of the students surveyed indicated that the parking system was inadequate. The subject also drew 76 written complaints.

More than half of those surveyed said inequities exist in refunds for unused services. Several written comments expressed preference for a system in which students only pay for the meals they eat.

Fifty-two percent of the students surveyed were dissatisfied with the telephone system. They called attention to such problems as too few phones, lack of privacy, difficulty for others to call in and expensive long distance service.

Half of the students surveyed did not think repairs were made quickly. And students were evenly divided on the adequacy of security.

Three-fourths of those surveyed thought some academic areas suffer from inadequate facilities, but only half thought the campus design suggests a progressive atmosphere.

A two-thirds majority indicated that Wartburg needs a community recreational meeting place other than the cafeteria and Den.

### Academic atmosphere

Cheating on tests and assignments is a major concern of students. Almost 75 percent said it happens.

The survey revealed that a majority of students keep up with daily assignments, attempt to gain a better understanding of subject matter and actively compete for grades.

The Convocations and Artist Series received an 85 percent favorable rating. Responses were split, however, as to whether students read intellectual material outside class.

Only half of those responding agree that Wartburg is "an intellectually exciting and stimulating place."

### Student-faculty relations

Six questions were devoted to the role of faculty advisers. The majority of responses were favorable, but more than 20 of the written comments indicated that faculty members fail to help students establish goals, and merely sign registration cards.

Students perceive faculty members as thoughtful, caring and open to student viewpoints. Yet, 29 percent of those surveyed do not respect faculty members as being thorough teachers.

A majority of students associate with one to three professors on a "personal basis." But 56 percent have not seen faculty members invited to student events in the dorms.

### Religious life

Campus Pastor Larry Trachte received 75 percent approval of the work he is doing. But Wartburg's Lutheran affiliation evoked mixed reactions.

More than half of those surveyed placed importance on Wartburg's church affiliation. Yet, 48

percent did not think Wartburg's distinctive Lutheran Heritage should be emphasized more.

Seventy-three percent said Wartburg is open to various religious backgrounds and beliefs. And 68 percent "feel a part of the Wartburg community, a member of the family."

Several non-Lutherans, however, responded verbally.

"I'm a minority religion and for the first time, I feel discriminated against."

Another non-Lutheran suggested emphasizing Christianity more and de-emphasizing Lutheranism.

A clear majority agreed that Wartburg encourages students to develop an intellectual understanding of religion. Responses were evenly split, however, to the question, "The college encourages me to grow in my faith."

### Administration

When asked to assess the actions and intentions of the administration, one-fourth to one-third of the students surveyed were unsure how to respond, however:

-67 percent perceived the administration as being preoccupied with raising money and maintaining a good image.

-47 percent accused the administration of concealing its activities from students.

-37 percent said many rules and regulations are unwritten and assumed. (The same percentage was undecided.)

-34 percent said the administration fails to involve enough people in policy decisions.

-44 percent indicated that the administration is not receptive to student proposals for change.

### Social life and activities

Having social exchanges between residential units is considered important by 88 percent of the students surveyed. When asked about specific areas:

-78 percent indicated that Wartburg students do things on the spur of the moment.

-60 percent said that there are enough coffee-houses, dances, parties and guest concerts.

-71 percent praised Wartburg for being supportive of events involving fellow students.

-75 percent said most students participate in floor or hall activities.

### Residential life

"I am embarrassed to see such incidents on this academic level," wrote one student in response to a question concerning damage in residence halls.

Fifty-eight percent of the students surveyed said students do not take good care of college property. The question evoked 29 written responses, several calling for stricter rules, heavier fines and more rigorous enforcement.

While 75 percent said members of floors are concerned with helping one another, 76 percent said cliques exist on floors.

A majority of those surveyed was satisfied with privacy and the availability of quiet places to study. Only 55 percent, however, agreed that students respect individual rights.

More than two-thirds of those surveyed are satisfied with dorm lounges and individual room facilities.

### Interpersonal relations

Wartburg has an atmosphere conducive to making close, meaningful relationships, according to the survey results.

Between 60 and 65 percent of the students surveyed agreed with the statements:

-Trying to understand the feelings of others is considered important.

-Students tend to be open, honest and trusting in their relationships with others.

-Students respect those who stand up for their rights.

-There is a feeling of unity and cohesion among students at Wartburg.

Nearly 80 percent indicated that students



## Project Examination Wartburg takes

commonly share their problems with each other. And over 96 percent agreed that one can make close friends at Wartburg.

Students are not, however, as understanding and respectful of people from different backgrounds and cultures.

"A lot of people here have small-town attitudes and are not willing to accept ideas which are different from theirs," was one of the 20 written responses to that question.

Several students called for more activities to integrate blacks and foreign students, the two most isolated groups.

Sixty-eight percent of those surveyed also said students at Wartburg exhibit traditional sexual stereotypes and prejudices.

### Student government

"The judicial system is a farce. Its enforcement of rules is hindered by the student body's complete lack of respect for a lot of meaningless rules," was one of the 17 written responses pertaining to the question.

Students were quite evenly split as to whether or not:

-Serious consideration is given to student opinions when policy decisions affecting students are made.

-Residence Hall procedures are well established.





## Survey results affect college programs, planning

By KENT HENNING

The Project Examination survey results prompted some immediate changes and will affect future planning by the college, according to Dr. Kent Hawley, vice president for student affairs.

Following is a summary of recent actions prompted by the survey.

### Academic atmosphere

New academic probation procedures will strengthen Wartburg's academic atmosphere, according to Hawley. This year a student will be given only one term to be removed from academic probation.

Students will be forced to withdraw earlier, Hawley said. But they will be able to apply for re-admittance by signing a learning contract—an agreement to attend classes, consult with advisors and pass all courses.

Dean Douglas Steeples, vice president for academic affairs, said the college could do more to improve its academic atmosphere.

In regard to the concern over cheating, Steeples said, "There are three ways to deal with it. We can ignore it, make some grand statements about it, or invite student activism. In other words, make it a community concern."

This fall most professors included a statement about the consequences of cheating in their course outlines, according to Hawley.

### Student-faculty relations

The student survey showed need for the new faculty advising system being initiated this fall. This year, each resident assistant (RA) is teamed with a faculty adviser. They will help freshmen adjust to college-level studying, make referrals for aid and help establish career goals.

The advising team will use an advising manual, which is an extension of the present catalog. The manual includes, for each major, a typical freshman schedule, job considerations, examples of post-graduate work and potential hiring institutions.

Freshmen this year are also assigned to advisers in their major field of study. But the program proposes starting in the 1980-81 school year, assigning students to major advisers during the sophomore year.

"It's good to see that students regard advising highly," Steeples said. "The new advising program is a solid attempt to incorporate academic life with residential life."

### Social life and activities

In efforts to add a new dimension to dorm activities, the Student Affairs Office will collect \$1 from every students' room rent this year. The Director of Residential Life will distribute the money for educational, cultural and entertainment purposes in residence units. The funds can not be used to purchase food or drinks.

### Student government

Student's disgust with the Judicial Board system will be answered by a new J-board system. The residence hall J-boards will be replaced with an all-campus J-board, comprised of one student from every unit.

### Physical facilities

Hawley cited several changes in parking this year which are intended to correct some of the problems raised in the survey. Hawley said P-lot will be used solely for "loading and extreme special needs." V-lot has been expanded. And Hawley said students should be able to park on the plot next to G-lot when the ground freezes.

Wartburg's present board system was the subject of criticism, and Walt Fredrick, vice president for financial affairs, explained why the system is used.

"We have built into the structure an assumption there will be a certain amount of absence," he said. "In a meal ticket situation, the individual meal costs would be higher because of the greater uncertainty."

Hawley said the Food Service expects students to miss 25 percent of their meals. Those savings are figured into the present board contract.

Fredrick explained, "Students are not apt to eat elsewhere because meals are paid for here. That way, the Food Service is assured of a more even participation, thus minimizing waste and cost."

Fredrick also said administrative problems of a meal ticket plan would annoy students.

"Ten to 12 years ago, we had two board contracts, five-day and seven-day," he said. "Administering that was a nightmare. More and more students were buying the five-day plan and trying to eat on weekends. It called for strict policing at the line."

Complaints about the phone system at Wartburg have prompted the Student Affairs Office to inquire about phone service at eight other colleges. Of the eight colleges contacted, five have phones in dorm rooms. Of those five, all offer long distance service which is billed directly to students, and four add the service charge to room fees.

### Administration

In response to students' less-than-favorable rating of the actions of administrators, Hawley and Steeples will have open office hours similar to those of President Jellema last year in an attempt to establish more open lines of communication between students and administration.

### Student services and programs

Since Wartburg lost federal funding for its Health Service, the nurse will remain a part-time position. She will see students three hours per day and spend two hours per day working on health programs.

Hawley recommended hiring student paraprofessionals to help with programs. He also hopes to publicize what is covered by the college's health service.

# ation:

# akes a look at itself

The Student Senate received a 65 percent favorable rating. But only 38 percent said the jobs of student leaders are well defined.

### Student services and programs

Fifty-five percent of the students surveyed said Wartburg's Health Service is inadequate.

Only 45 percent agreed that students seek assistance from residential hall staff. Only 39 percent said adequate help is available to deal with personal and emotional problems. And even fewer students are aware of the Counseling/Assessment Center.

Students are generally satisfied with financial aid offers, campus employment opportunities and Controllers Office services.

### Community and world views

Wartburg students are treated fairly by Waverly businesses, but do not become involved in state and local politics or other "neighborhood and non-college community service activities."

Fifty-seven percent of those surveyed indicated Wartburg students are isolated from problems of society.

That question also received 16 written responses indicating that many students don't read newspapers, don't know what happens in the "outside world," don't vote and don't attend on-campus speeches by politicians.

## What is Project Examination?

Project Examination is a two-year project designed to study Wartburg's purposes and how to serve them most effectively, according to Project Director Frank Williams. The study consists of committees evaluating six areas and making recommendations for improvement.

The first area, or thrust, of the project is development of alternative methods of teaching to complement the lecture method.

The second thrust is development of a new general education curriculum. The General Education Committee will present their proposal this Wednesday.

The third area is strengthening student-faculty relationships. A new class schedule in effect this year is expected to strengthen

these relations, as well as increased involvement by faculty members in career advising and residential life.

The fourth area is exploration of career development and off-campus learning opportunities.

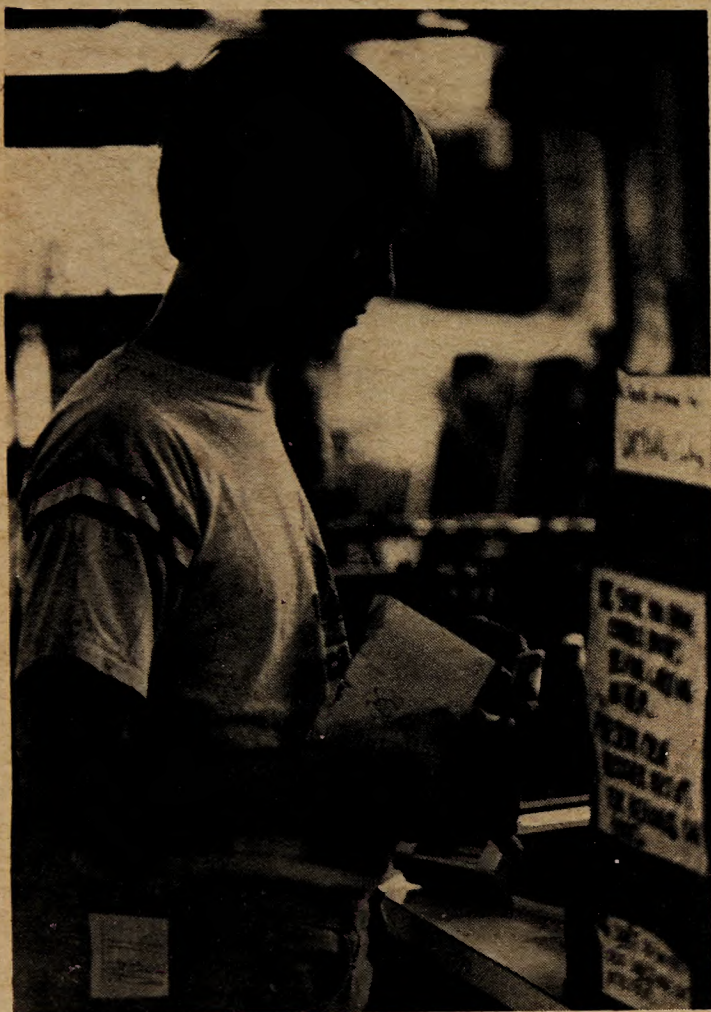
The fifth area is looking at student environment and ways to improve it. The survey described here was taken as a part of this thrust.

The sixth area is development of a continuous evaluation system which will provide a comprehensive data base for further study.

The project is funded by a \$100,000 grant from the Northwest Area Foundation, a foundation of the Chicago-Northwest Railroads.



## Beginnings . . .



The beginning of a new school year brings happy and sad moments. Seeing old friends again, the excitement of new activities, and the sadness of leaving home and family.

One of the less pleasant moments is paying for books, as this freshman sadly parts with his hard earned dollars in the Wartburg bookstore. Settling the bill in the Controller's Office is usually not too pleasant either.

But the happy moments are spent by the fountain, talking to friends, sharing the adventures of the summer months and planning for the fun months ahead.

And then there are the inevitable moments spent checking to see when and where the next class is. Let's hope this young lady found her way to her class and the start of another year at Wartburg.

Don Mackey photos.





## 'Up From the Cellar:' A fight for dignity

By PEGGY CAIN

Lini de Vries is a tough woman, one who has battled seemingly insurmountable odds and won. She is also a humanist, fighting for human dignity, and a perceptive woman who understands different viewpoints and ideologies.

These characteristics are quickly apparent when one meets de Vries, and are brought out in her autobiography, "Up From the Cellar" (Vanilla Press, 1979, 420 pages). This book was donated to Engelbrecht Library this fall by the students who traveled on the Maya May Term trip and had the chance to meet de Vries in her home in Cuernavaca, Mexico.

The book is a narrative of the struggles de Vries faced from her childhood in New Jersey, mills to her nursing career, her personal life and in her public health work. Occasionally the book lapses into short dissertations on her personal beliefs, but overall the reader's interest is kept high.

Throughout the book one sees the determination and stamina de Vries exhibited as she fought to free herself from the life of a "mill dolly" and educate herself. She put herself through high school and nursing school, battled rheumatic fever and survived the death of her husband after the birth of her first child.

She worked in various public health and nursing jobs, raised her daughter and continued her education. Strong anti-fascist feelings coming from her Dutch relatives led de Vries to serve as a nurse in the Spanish Civil War, aiding the fight against Franco.

She continued working in public health across the United States until FBI persecution for her former membership in the Communist Party prevented her from obtaining a job, in spite of her outstanding work record.

De Vries moved to Mexico to escape the FBI and there she found work on the Papaloapan Watershed Project. She traveled to remote villages on

muleback, across narrow bridges and in a small airplane to teach the Indians to teach for health. Her work helped eradicate a disease which was threatening the success of the project.

De Vries' book is not, however, simply a recital of her struggles and victories. Throughout the book de Vries shows her sensitivity to humans. For example, she learned to share with and enjoy the company of other immigrants who worked in the mills, rather than look down on them as "dirty foreigners."

De Vries also shows how American views are often unfounded. De Vries fought against Franco, a fascist, in Spain. Later she was persecuted by the FBI for being communist—not praised for being a "preliminary anti-fascist" before it was fashionable to be anti-fascist during World War II.

In the history lesson which the Wartburg students received from de Vries in Mexico, many of these same American misconceptions were pointed out. The American perception of Mexico is quite different from the Mexican self-image. As a citizen of both cultures, de Vries is able to show the Mexican viewpoint to Americans—and show its validity.

For example, many Americans don't know much about the Mexican-American War of 1846-48. But Mexicans are very much aware of it since the United States "won" almost half of Mexico's land. This war, a main foundation for Mexican-American relations, is rarely presented fairly in United States history books.

Throughout the book one feels the sensitivity and dedication of this woman—sensitivity to the good in all human cultures, and dedication to improve their health and life. Her autobiography and our conversations with her provide a unique experience to see new viewpoints of the United States and its beliefs, and to see one woman's courage in the fight for human dignity.



Seniors Mark Reinhardt and Todd Deil study the Maya carvings at Chichen Itza, Mexico. This Maya ruins site was one stop on the Maya May Term trip itinerary, which included study in Cuernavaca and visits to ruins and contemporary villages. The group brought back the autobiography of Lini de Vries, who gave the students a Mexican history lesson during the trip. The book, which was donated to Engelbrecht Library, is reviewed at the left. Peggy Cain photo.

## 'Reporters' Ethics' raises moral questions

By RANDY BRUBAKER

It's quiz time. Quickly--

Do ordinary citizens have the right to tell a newspaper reporter who wants to interview them to get lost?

What is the "Blackbird Syndrome?"

Is it ethical for a journalist to favor his or her friends in stories the journalist is writing?

Should the press be concerned with forcing a president to quit?

These four are among the easier of the moral questions for which answers are sought in Bruce M. Swain's "Reporters' Ethics" (Iowa State University Press, 1978, 153 pages.)

Swain, assistant professor of journalism at the University of Kentucky, has a sizable amount of professional experience to draw from; he's a former staffer on the Madison Capital Times and on the Louisville Courier-Journal. Yet he doesn't claim to have all of the answers to a reporter's ethical dilemmas.

Instead, Swain has merged interviews with 67 reporters from daily

newspapers with the ethical codes of the Associated Press Managing Editors and the Society of Professional Journalists (Sigma Delta Chi), to provide a variety of alternatives to the moral questions raised.

For example, Richard Reeves is quoted from his magazine article "A Journalist's Guide to the Traps of His Trade,"

"It is beyond me why anybody ever talks to a reporter. Certainly people have the right to tell reporters to go to hell."

Edith Evans Ashbury of the New York Times agrees. "I think reporters forget that every citizen is entitled to take the Fifth. If you knock on a door and say you want to talk about a murder and they tell you to get lost, they're perfectly within their rights."

The Blackbird Syndrome? Swain explains it and warns of its hazards. "Senator Eugene McCarthy once likened Washington newsmen to blackbirds on a telephone wire, coming and leaving as they saw others

do. There may be comfort in numbers for a reporter, but his fellow travelers sometimes turn out to be wrong in their news sense..."

Favoring friends and associates is widely recognized as a taboo within the profession. The interviews in this section reimpress the point for young journalists--and perhaps for his or her friends.

From an interview with Jim Shoup, a former political writer and now the assistant city editor of the Minneapolis Star:

"After awhile, you start liking them (sources) as people. That's the hard part. But I don't think I know a single source--or friend--that I haven't burned in the paper. Sooner or later you're going to have to burn them if you do your job."

As for the press' relationship with the president, David Rosenbaum of the New York Times said during the unfolding of Watergate:

"We have no obligation to impeach the President or acquit the President.

We have an obligation to print everything that we can ethically lay our hands on about this story."

Swain has divided the book into eight chapters--Reporter Conflicts of Interest, Relationships with Sources, Management Conflicts of Interest, On and Off the Record, Privacy, Freebies, Personal and Corporate Codes and Perspective--each of which has at least a half dozen smaller sections.

"Reporters' Ethics" makes ideal reading for anyone interested in newspapering--either reader or writer--because it doesn't prescribe answers to every potential problem. It leaves the reader asking whether one reporter's solution would work under another's set of circumstances and leaves the prospective journalist comparing an experienced reporter's ethics with his or her own.

In addition, an appendix which includes the codes of ethics of 10 news-gathering organizations or professional societies makes the book a valuable reference resource.





Senlora Thu Tran and Dau Nguyen practice their English by playing a scrabble-type game. Since Nguyen's arrival from Vietnam in 1975, he has adjusted to American life, but still hopes he can return to Vietnam someday.

Junior Eckhard Volbracht writes letters home to family and friends in Germany. He isn't homesick yet, saying, "Right now I don't have time to miss anything." Don Mackey photos.

## Home . . . a place far away

By MARY POST

"Home" can become a magic word for a student freshly gone from there. But for students thousands of miles from home, what's it like? That can depend on where you're from and why you're here, judging from two foreign students at Wartburg this fall.

Eckhard Volbracht, an exchange student from West Germany, arrived in Waterloo Aug. 15 for nine months of school and, hopefully, a couple months of traveling after that. He claims not to have any time to feel homesick, and doesn't know when or where it might strike.

"They tell me it'll come on a rainy November morning," he laughed, "but right now I don't have time to miss anything."

Dau Nguyen, from near Saigon, Vietnam, has been at Wartburg four years and still feels very homesick at times. He, two sisters and a brother-in-law escaped the Communists in Vietnam only days before Saigon was taken over, he said. Chances for his return are slim, but he hasn't given up hope.

### Hopes to return

"Exchange students know when they can go back, but my day to go back is 'I don't know,'" he said. "It's just a hope I have all the time."

Homesickness strikes hard when his friends' families visit. "I feel very left out and very uneasy," he said. "I miss my mother very much."

Nguyen experienced severe cultural shock on coming to the United States in the summer of 1975. He didn't have time to prepare mentally or physically for leaving home.

His brother-in-law was a pilot in Saigon in April, 1975. Nguyen and his sister, Kim, were in Saigon with him and their sister because Nguyen was to report to the army on April 30.

"On April 28 my village outside Saigon was attacked and we escaped to an island south of Vietnam," he explained. They had no chance to talk to their family or tell them they were leaving. If they hadn't escaped when they did, Nguyen fears he'd have ended up in the Communist army or re-education camp.

From the island, they went to the Philippines, Guam and finally to a refugee camp in Pennsylvania. In the camp, he and his sisters learned English, were introduced to American culture and were given opportunities to contact relatives left behind.

In Pennsylvania, Nguyen met Sam Michaelson, head of Wartburg's English Department. Through Michaelson, he ended up at Wartburg, majoring in math, while Kim is a senior at Waverly-Shell Rock High School.

### Volbracht reverses story

Volbracht's story is quite different. He has had three years college-level training in English and sports at the University of Bonn.

He decided to participate in the Bonn-Wartburg exchange program and traveled to the U.S. with a group of German students on a Fulbright Travel Grant. Since no one was at the Waterloo airport to bring him to Waverly, he hitched a ride and spent the night with a group of Iranian students staying on campus. In the morning he reported to the Admissions Office and was quickly situated.



Volbracht traveled through Canada and to the East Coast on a Greyhound bus tour before starting classes in September. "I only spent a day in each town, just to get an impression," he said.

He doesn't think he's been in America long enough to notice any major differences, because West Germany and America are at the same level as a democracy with a high standard of living.

Volbracht's high school training, "gymnasium," compares to the U.S. college system, in that there are opportunities to experiment and take a variety of classes to determine one's interests, he explained. German universities are much more technical than U.S. colleges, designed for students who already know what they want to do.

"We don't have any liberal arts like you do here," he noted.

### Both find friends here

Neither Volbracht nor Nguyen has had any bad encounters with America or Americans. Both said they've found Americans to be quite friendly and easy going. Nguyen said he hasn't encountered any of the harsh feelings

held by some Americans toward Vietnamese refugees.

"In every society, some people are good and you befriend them, and some people are bad and you live with them," he said. "If the Americans had to some day escape to Vietnam, some of the Vietnamese would do the same to them."

One noticeable difference between the German and American cultures encountered by Volbracht is the two-man dorm rooms common in the U.S. German universities only house a small percentage of their students. The rest live in single rooms or apartments in the city.

Volbracht likes the American system because "it's good for getting in contact with other people. But we need some time when we can be alone."

Volbracht and Nguyen are only two of the many foreign students on campus, but they represent a vast difference in the foreign student's experience. Just knowing that you can go home if you want to, or that you have a home to go to, makes life in a foreign country easier to handle. It's not knowing when, or if, you'll ever see home again that can make it hard, according to someone who knows, Dau Nguyen.